DOCUMENT RESUME

ED 426 141 UD 032 693

AUTHOR	Harms, Ruth
TITLE	Talking about Touching: A Personal Safety Curriculum. Preschool- Kindergarten (Ages 4-6). Teacher's Guide.
INSTITUTION	Committee for Children, Seattle, WA.
PUB DATE	1996-00-00
NOTE	53p.; For related documents, see UD 032 692-694.
AVAILABLE FROM	Committee for Children, 2203 Airport Way South, Suite 500, Seattle, WA 98134-2027; phone: 800-343-1223.
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Child Abuse; Curriculum Guides; Early Childhood Education; *Kindergarten; *Kindergarten Children; *Preschool Children; Program Implementation; *Safety Education; *Sexual Abuse; Student Attitudes; Teaching Guides
IDENTIFIERS	*Touching

ABSTRACT

"Talking about Touching" for preschool and kindergarten is a curriculum that focuses on teaching children basic skills that will help them keep safe from dangerous or abusive situations. The content and method of instruction in the curriculum were developed using current research on child abuse prevention and social learning theory. Suggestions are made for involving families in personal safety education. This manual begins with an overview of the curriculum for children aged 4 through 6, background material on sexual abuse and abuse prevention research, and the theoretical foundations of the curriculum. Suggestions are given for curriculum implementation, and the personal safety lessons are described. These deal with automobile and fire safety, getting lost, sexual abuse, and other types of child abuse. Information for teachers is also given for the curriculum's book about a child who learns the rule about personal touching and a video about a boy who uses the touching rule to prevent potential abuse. An appendix includes a "Seatbelt Song," a list of 42 books for children, and an 18-item adult resource list. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

COMMITTEE for CHILDREN

Talking About Touching™

A Personal Safety Curriculum

Preschool–Kindergarten
(Ages 4-6)

Teacher's Guide

ED 426 141

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Linda Gournett
Comm. for Children

2B

Committee for Children
2203 Airport Way South, Suite 500
Seattle, Washington 98134-2027
(206) 343-1223
(800) 634-4449

UD032693

BEST COPY AVAILABLE

Acknowledgments

***Talking About Touching*: A Personal Safety Curriculum**
Preschool–Kindergarten
Original material written by Ruth Harms, Ed.D.

Photographs by Michael Ziegler.

Advisors/Contributors: Mary Beth Anderson; Karen Bachelder, M.S.W.; Kathy Beland, M.Ed.; DeLois Browne; Ann Downer, Ed.D.; Joan Duffell; Karin Frey, Ph.D.; Debra Goldsbury; Ray Greenfield; Barbara Guzzo; Terri Miller, M.Ed.; Julie Morefield; Nancy O'Mara; Helen Walsh; Tammy White; and Sandy Wurtele, Ph.D.

Pilot design/coordination: Leihua Sylvester, Ph.D., and Angela Williams.

Curriculum Pilot Teachers: Vicky Trillium, L.P. Brown Elementary; Laura Fesbach, Karen Green, and Vickie Steinway-Provenza, Thurgood Marshall Elementary; Ann Kumata, John Muir Elementary; Sally Hedges, Brian Gaynor, and Spring Schoenhuth, Highland Park Elementary; Reta Severtson, Sacajawea Elementary; Arcelia Ballentine, High Point Elementary; Michael Murphy, Olympic View Elementary; and Jeri De Miero, Mountain View Elementary.

Production coordination: Audrey Ko, Sheri Simonsen, and Cheryl Uyeji.
Editing: Emilie Coulter and Beth Tibbetts.

What Do I Say Now?
Terri Miller, M.Ed., Executive Producer; Ruth Harms, Ed.D., and Diane Davis, M.A., Associate Producers; Pamela Freeman Bond, Script Writer; Scout Bergner, Producer; and George Gulian, Director/Editor.

Willy Learns the Touching Rule
Molly Anderson, Writer/Producer; and Donna Young, Illustrator.

Sam's Story
Molly Anderson, Writer; and Paul Smith, Musician/Producer.

Special thanks to Kathy Beland, Ann Downer, Ruth Harms, and Donna James for contributing to previous editions of *Talking About Touching*.

All material in this book is copyrighted by the Committee for Children.

© 1996

A limited copyright release is granted for the pages entitled:

Lesson Titles and Concepts	19-20
Parent/Guardian Letters	33-36
What Do I Say Now? Handout Master	40
Guidelines for Choosing Babysitters	41

The above pages may be reproduced in their entirety only for parent education as part of the *Talking About Touching* program.

No other pages may be reproduced without written permission from the Committee for Children.

Committee for Children
2203 Airport Way South, Suite 500
Seattle, Washington 98134-2027
(206) 343-1223
(800) 634-4449

TABLE OF CONTENTS

Teacher's Guide

Overview

Program Description 1
- What is *Talking About Touching*? 1
- What classroom materials are included in *Talking About Touching*? 1
- How are families involved? 2

Background Information 3
- What is child sexual abuse? 3
- How big is the problem? 3
- What are the dynamics of child sexual abuse? 3
- Why don't children tell about abuse? 4
- What is the impact of child sexual abuse on the child? 4

Prevention Research 5
- Can young children learn personal safety skills? 5
- What kind of prevention programs work best? 5
- Do children use prevention skills? 6
- Are there unintended negative effects of personal safety instruction? 6
- Has *Talking About Touching* been evaluated? 6

Curriculum Foundation 8
- Information about Offenders 8
- Integration with Safety Instruction 8
- Rule-Based Approach 8
- Social Learning Theory 8
- Family Inclusion 9
- Private Body Parts 9
- References 9

Implementation

Implementation Planning 11
- School-Wide Implementation 11
- Creating a *Talking About Touching* Support Team 11
- Who should teach the curriculum? 11
- Involving Families 12
- Staff Training 13

How To Teach the Curriculum 15
- The Lesson Cards 15

Preparation 15
Teaching a Lesson 16
Lesson Titles and Concepts 19
Classroom Guidelines 21
Finding the Time 23

Child Abuse Disclosures 24
Recognizing Disclosures 24
Reporting Child Abuse 26
Ongoing Response to the Sexually Abused Child 28
Clarifying Boundaries 30
References 31

Involving Families
Parent/Guardian Letters 33
Family Education Night Outline 37
"What Do I Say Now?" Guidelines for Use 39
"What Do I Say Now?" Handout Master 40
Guidelines for Choosing Babysitters 41

Appendix
Seatbelt Song 43
Children's Books 44
Adult Resource List 48

TABLE OF CONTENTS

Lessons

Lesson 1: Learning Car Safety 1
Lesson 2: Learning Traffic Safety 2
Lesson 3: Learning Fire Safety 3
Lesson 4: Getting Found 4
Lesson 5: Saying "No" and Telling 5
Lesson 6: Asking First–Going with Someone 6
Lesson 7: Asking First–Accepting Gifts 7
Lesson 8: Getting and Giving Safe Touches 8
Lesson 9: Dealing with Unsafe Touches 9
Lesson 10: Saying "No" to Unwanted Touches 10
Lesson 11: Learning The Touching Rule (Photograph A) 11
Lesson 11: Learning The Touching Rule (Photograph B) 12
Lesson 12: Using The Touching Rule 13
Lesson 13: Willy Learns the Touching Rule 14
Lesson 14: Sam's Story 15

PROGRAM DESCRIPTION

What is *Talking About Touching?*

Talking About Touching for Preschool and Kindergarten is a curriculum that focuses on teaching children basic skills that will help them keep safe from dangerous or abusive situations. Adults can make every effort to provide a safe environment for children, but they cannot always be there to protect children from exposure to every dangerous or abusive situation. Using the materials provided in the *Talking About Touching* kit, parents, guardians, child care providers and teachers can work together to provide the rules, information, encouragement, and practice that children need to help protect themselves. This curriculum is part of a series which extends to Grade Three.

What classroom materials are included in *Talking About Touching*?

Lesson Cards

Each lesson builds on and reinforces the skills learned in the previous lesson. The basic strategy of the curriculum is to provide information and self-protective skills that will reduce children's vulnerability in dangerous or abusive situations. Children are taught rules about general safety, i.e., wearing a seatbelt, looking all ways before crossing a street, and not playing with fire. Rules about strangers, and touching safety, which focus on preventing sexual abuse, are then introduced as important safety subjects. The messages are simple and straightforward. Using a story card with a photo, the teacher introduces each concept. Children are then given the opportunity to practice each skill.

Sam's Story (Big Book, small book, audio cassette)

The curriculum includes a Big Book titled *Sam's Story* that tells about Sam and how she learned to use the "touching rule." The format of the Big Book makes it easy to read aloud to a group of children. The smaller version of *Sam's Story* can be used in a learning center for children to "read" to themselves, or may be checked out by parents or guardians to take home to read to their children. *Sam's Story* is also recorded on audio cassette so that children can listen to the story and songs in a learning center, or the tape can be played while the teacher turns the pages of the Big Book. The songs that are part of the story are also taught to the children as a part of the curriculum lessons.

Willy Learns the Touching Rule (video)

Willy Learns the Touching Rule is a video that tells the story of Willy and how he used The Touching Rule to prevent a potentially abusive

situation. This video is presented as the last lesson in the *Talking About Touching* curriculum and can be used as a review of the touching safety lessons.

No-Run-Tell Poster

A poster is provided with the curriculum kit to offer a visual cue for children as they learn safety skills.

How are families involved?

Family Education Night

Family involvement is essential to the success of a personal safety program. Committee for Children recommends that a meeting for parents and guardians be scheduled prior to the implementation of the curriculum. It is important that parents support and reinforce the safety messages at home as well as initiate discussions about family safety rules with their children. An easy-to-follow outline for a family education night is included in the Teacher's Guide in the Involving Families section.

What Do I Say Now? (video)

Talking About Touching includes a video for parents and guardians which covers the basic points of how to help protect children from child sexual abuse. The video provides information for adults about child sexual abuse, guidelines for talking to children about personal safety, and ideas for how to respond to disclosure. The video can be shown on a family education night or can be made available to parents and guardians to check out for home viewing. Guidelines for using the video, discussion questions, and a handout master are included with the video.

Family Take-Homes

Sample take-home letters are provided in the Involving Families section of the Teacher's Guide. These information sheets outline the themes and messages of the lessons and offer suggested activities for parents and guardians to do at home with their children.

BACKGROUND INFORMATION

What is child sexual abuse?

Child sexual abuse is the exploitation or coercion of a child by an older person (adult or adolescent) for the sexual gratification of the older person. Child sexual abuse involves a continuum of behavior that ranges from verbal, non-physical abuse to forcible touching offenses. It can range from a single encounter with an exhibitionist, to occasional fondling by a casual acquaintance, to years of ongoing abuse by a relative or family member, to rape or exploitation through prostitution and/or pornography.

How big is the problem?

At least one in four girls and *one in five boys* will be sexually abused before reaching the age of 18. (Russell, 1984; Wyatt, 1985; Finkelhor, Hotaling, Lewis, & Smith, 1990; Elliot & Briere, 1995.) Three and eleven are the most common ages for child sexual abuse to begin. The incidence of child sexual abuse for children with disabilities is 1.75 times greater than for children without disabilities (National Center on Child Abuse and Neglect, 1993). The sexual abuse of children occurs in every class, race, religion, neighborhood, and cultural and ethnic group.

What are the dynamics of child sexual abuse?

Child sexual abuse is rarely committed by the "dangerous stranger" about whom children have traditionally been warned. Based on general population surveys, in 80-95% of the reported cases the offender was someone the child knew. Teenagers represented up to 40% of the offenders. Abuse by parent figures constituted between 6% and 16% of all cases and abuse by any relative was reported in approximately one quarter of the cases (Finkelhor, et al., 1990; Saunders, Kilpatrick, Resnick, Hanson, & Lipovsky, 1992). In clinical studies, parent figures made up about one third of the offenders and all relatives constituted one half of the offenders (Elliott & Briere, 1994; Gomes-Schwartz, Horowitz, & Cardarelli, 1990).

Most often, the abuse begins at a very young age with handling of the child's genitals, and is kept secret through bribes, threats, and/or special attention. The "average" sexual abuse "incident" is not a one-time event. Rather, it is an ongoing cycle of exploitation that lasts for one or more years. Often it eventually escalates to penetration and/or oral-genital contact (Conte & Schuerman, 1987; Elliott & Briere, 1994; Finkelhor, et al., 1990; Russell, 1984; Gomes-Schwartz, et al., 1990).

Why don't children tell about abuse?

Children do not tell about sexual abuse for a number of reasons. At the early stages, they may simply be unaware that the touching is inappropriate. Later they may be bribed and/or coerced into keeping the secret by threats of frightening consequences to themselves or their families. Children are often made to feel responsible for both the abuse and for the consequences to their families, if they should tell. Finally, children may not tell because they do not know how to tell or whom to tell.

What is the impact of child sexual abuse on the child?

Early sexual victimization can result in life-long problems. The degree of trauma depends on the age and personality of the child, the offender's relationship to the child, the nature and duration of the abuse, and the way disclosure is handled, especially the degree of support the family offers to the victim.

Increased vulnerability to revictimization, prostitution, delinquency, suicide or suicide attempts, and depression are often associated with early and long-term abuse.

PREVENTION RESEARCH

Can young children learn personal safety skills?

A wide variety of child sexual abuse prevention programs have been evaluated in the last ten years. These studies show that children do learn the concepts being taught (Finkelhor & Strapko, 1992). Those studies that employed a pre/post control design found statistically significant improvements in children's knowledge after participation in prevention programs (Wurtele & Saslawsky, 1986). In studies of elementary students, researchers found that program participants exhibited greater knowledge and skills, along with better ability to discriminate between appropriate and inappropriate touch, compared with controls. These results were also true for preschool programs that involved more active modes of training, but very young children did not achieve 100% accuracy in recognizing and responding to potentially abusive situations, even though they scored much higher than control children in most studies (Wurtele & Saslawsky, 1986; Woods & Dean, 1986; Wurtele, Marrs, & Miller-Perrin, 1987).

Through knowledge measures, personal safety evaluation studies consistently show improvement in student learning. (Conte, Rosen, Saperstein, & Shermack, 1985; Wurtele & Miller-Perrin, 1992). Not all concepts are equally well understood, however, due to developmental variation in comprehension. Resistance skill scores are higher when children participate in active-learning programs that provide multiple opportunities for children to practice the skills during the program (Blumberg, Chadwick, Fogarty, Speth, & Chadwick, 1991; Wurtele, Marrs, & Miller-Perrin, 1987).

What kind of prevention programs work best?

Children were more likely to use self-protection strategies if they had received comprehensive prevention instruction, which included opportunities to practice the skills in class, multi-day presentation, and materials to take home to discuss with their parents. (Finkelhor, Asdigian, & Dziuba-Leatherman, 1995). Programs incorporating more active modes of teaching (modeling and rehearsal) have resulted in greater gains in knowledge and skills than those employing a didactic approach (Wurtele & Saslawsky, 1986; Woods & Dean, 1986; Wurtele, Marrs, & Miller-Perrin, 1987).

The feelings-based approach for teaching preschoolers and young children about inappropriate sexual touching was found to be ineffective. When taught to use a safety rule as the primary decision-making tool, children demonstrate the ability to recognize unsafe situations. (Wurtele, Kast, Miller-Perrin, & Kondrick, 1989).

Do children use prevention skills?

Researchers at the University of New Hampshire asked 2,000 young people between the ages of 10 and 16 this question and found that a surprisingly high number (40%) of them reported specific instances where they used the information or skills taught in an anti-victimization program to protect themselves (Finkelhor & Dziuba-Leatherman, 1995).

One goal of personal safety programs is to encourage children to report past or ongoing abuse. A method of assessing this skill is to ask children if they would tell someone if they were involved in an abusive situation. Prior to participating in a personal safety program, few participants thought they should report secret touching (Wurtele & Sarno, 1996). Post-program findings indicate that both preschool- and school-aged children were more willing to tell. However, preschoolers had difficulty describing the abusive situation to the resource person (Wurtele & Sarno, 1996).

Are there unintended negative effects of personal safety instruction?

The majority of studies to date (Wurtele, 1989; Finkelhor & Dziuba-Leatherman, 1995; Conte, unpublished) do not support the contention that personal safety instruction produces fear and anxiety about safety for children exposed to such programs. The children's appropriate-touch recognition scores did not decrease significantly, indicating that program participants are not likely to misinterpret nurturing touches or make false accusations. (Wurtele, Kast, Miller-Perrin, & Kondrick, 1989). In their nationally representative study of youth, Finkelhor & Dziuba-Leatherman found that some respondents reported that exposure to personal safety training resulted in more worry about abuse and more fear of adults. However, the children with increased worry and fear were also the children who, along with their parents, reported having the most positive feelings about the programs and the greatest utilization of skills. This data suggest that the level of worry and fear induced by the programs was appropriate to the subject (Finkelhor & Dziuba-Leatherman, 1995).

Has *Talking About Touching* been evaluated?

Talking About Touching for Preschool and Kindergarten (1996 edition) was evaluated as part of the piloting phase of program development. Scores from pre-and post-interviews of students who received the program show a statistically significant improvement in knowledge

and application of the safety skills taught in the curriculum. In addition, students' perceived competence in using the skills significantly increased from pre- to post-test. Initial levels of anxiety were low and did not increase significantly at post-test. For a summary report of the pilot study, write Client Support Services, Committee for Children, 2203 Airport Way South, Suite 500, Seattle, WA 98134-2027.

CURRICULUM FOUNDATION

The content and method of instruction in *Talking About Touching* were developed using information gained from current research on child abuse prevention and Social Learning Theory. Since the most effective prevention programs are comprehensive, consisting of multi-day presentations with supporting materials for parents, *Talking About Touching* is based on this model.

Information about Offenders

Because the majority of child molesters are people known to the child, it is important that prevention efforts not be focused on "stranger danger." *Talking About Touching* teaches children to recognize, resist, and report specific unsafe behaviors, *regardless* of that person's relationship to the child. Lesson stories are based on what we know about how offenders commonly groom children to be victims, i.e., by buying them gifts, telling them to keep the touching a secret, and by giving them special attention.

Integration with Safety Instruction

Talking About Touching teaches basic rules and skills for protective action in a variety of dangerous situations. Car, traffic, and fire safety lessons are taught with a parallel logic to touching safety lessons. This encourages teachers and students to establish a comfort level with the format of instruction before introducing touching rules. It also enables adults and children to view abuse prevention within the context of safety, not sex education.

Rule-Based Approach

Since research has indicated that young children are more successful in applying a simple rule-based approach to safety, rather than a feelings-based approach, *Talking About Touching* emphasizes learning and applying simple safety rules, not relying on feelings as a measure of safety.

Social Learning Theory

Talking About Touching teaching strategies are based on Social Learning Theory which was first outlined by Bandura (1973). Children learn best by observing skill demonstration and then practicing the skill and receiving feedback and reinforcement. In the lessons the teacher models the skill or skills being taught, and then provides an opportunity for the students to practice. The teacher gives feedback

on performance and reinforces effective use of skills through "transfer of training" opportunities.

Family Inclusion

Research has shown that the most effective prevention programs are those in which parents are actively involved. Children can be taught skills that may protect them from molesters, but children cannot be expected to solely protect themselves. Parents and guardians still need to be actively involved in establishing a safe environment for their children. The *What Do I Say Now?* video, discussion questions, and handout were developed to help adults be active participants in prevention. The curriculum also includes informational letters that can be sent home, an outline for a family night presentation, and the book *Sam's Story* which can be sent home for parents to read to their children.

Private Body Parts

When teaching touching safety rules, teachers will need to decide what terminology they want to use for the private body parts. It is recommended that anatomically correct names be used for the private body parts, if possible, i.e., the private body parts for boys are the penis in the front and the buttocks, or bottom, in the back. The private body parts for girls are the vulva or vagina and breasts in the front and the buttocks or bottom in the back. These terms will assist children in communicating accurately about any touching problems or questions they may have.

In some communities and in some school settings, using these terms may be difficult. Lessons which present the touching rules, therefore, offer the option of saying "private body parts, which are those parts of the body which are covered by a bathing suit." Teachers will want to decide which approach will be most appropriate for their class.

References

Bandura, A. (1973). Aggression: A social learning analysis. Englewood Cliffs, NJ: Prentice Hall.

Blumberg, E. J., Chadwick, M. W., Fogarty, L. A., Speth, T. W., & Chadwick, D. L. (1991). The touch discrimination component of sexual abuse prevention training: Unanticipated positive consequences. *Journal of Interpersonal Violence*, 6, 12-28.

Conte, J., Rosen, C., Saperstein, L., & Shermack, R. (1985). An evaluation of a program to prevent the sexual victimization of young children. *Child Abuse and Neglect*, 9, 319-328.

Conte, J., & Schuerman, J. (1987). Factors associated with an increased impact of child sexual abuse. *Child Abuse and Neglect*, 11, 201-211.

Elliott, D. M., & Briere, J. (1994). Forensic sexual abuse evaluations: Disclosures and symptomology. *Behavioral Sciences and the Law*, 12, 261-277.

Finkelhor, D., Asdigian, N., & Dziuba-Leatherman, J. (1995). The effectiveness of victimization prevention instruction: An evaluation of children's responses to actual threats and assaults. *Child Abuse & Neglect*, 19, 141-153.

Finkelhor, D., & Dziuba-Leatherman, J. (1995). Victimization prevention programs: A national survey of children's exposure and reactions. *Child Abuse & Neglect*, 19, 129-139.

Finkelhor, D., Hotaling, G., Lewis, I. A., & Smith, C. (1990). Sexual abuse in a national survey of adult men and women: Prevalence characteristics and risk factors. *Child Abuse and Neglect*, 14, 19-28.

Finkelhor, D., & Strapko, N. (1992). *Sexual Abuse Prevention Education : A Review of Evaluation Studies in Child Abuse Prevention*, D.J. Willlis, E.W. Holden & M. Rosenberg (Eds) New York, Wiley.

Gomes-Schwartz, B., Horowitz, J., & Cardarelli, A. (1990). *Child Sexual Abuse: The Initial Effects*. Newbury Park, CA, Sage.

National Center on Child Abuse and Neglect (NCCAN). (1993). *A report on the maltreatment of children with disabilities*. Washington, D.C.: Department of Health and Human Services.

Russell, D. E. H. (1984). Sexual exploitation: Rape, child sexual abuse, and work-place harrassment. Beverly Hills, CA, Sage.

Saunders, B. E., Kilpatrick, D. G., Resnick, H. S., Hanson, R. A., & Lipovsky, J. A. (1992, January). *Epidemiological characteristics of child sexual abuse: Results from wave II of the national women's study*. Paper presented at the San Diego Conference on Responding to Child Maltreatment, San Diego.

Woods, S., & Dean, K. (1986). *Community-based options for maltreatment prevention: Augmenting self-sufficiency*. Unpublished manuscript.

Wurtele, S. K., Marrs, S. R., & Miller-Perrin, C. L. (1987). Practice makes perfect? The role of participant modeling in sexual abuse prevention programs. *Journal of Consulting & Clinical Psychology*, 55, 599-602.

Wurtele, S. K., Kast, L., Miller-Perrin, C. L., & Kondrick, P. (1989). A comparison of programs for teaching personal safety skills to preschoolers. *Journal of Consulting and Clinical Psychology*, 57, 505-511.

Wurtele, S. K., & Miller-Perrin, C. L. (1992). Preventing Child Sexual Abuse: Sharing the Responsibility, Lincoln, NE: University or Nebraska.

Wurtele, S. K., & Sarno, J. A. (1996). *Teaching personal safety skills to young children: An investigation of age and gender across five studies*. Manuscript submitted for publication.

Wurtele, S. K., & Saslawsky, D. (1986). Educating children about sexual abuse: Implications for pediatric intervention and possible prevention. Journal of Pediatric Psychology, 11(2), 235-245.

Wyatt, G. E. (1985). The sexual abuse of Afro-American and white-American women in childhood. *Child Abuse and Neglect*, 9, 507-519.

IMPLEMENTATION PLANNING

School-Wide Implementation

The *who*, *where*, and *when* of implementing *Talking About Touching* are critical issues in planning for program effectiveness. Committee for Children suggests that students receive the program at each primary (K–3) grade level and that all school staff be trained. There are many advantages to instituting this approach. First, it takes time to change behavior and learn new skills. The program is most effective when students receive consistent instruction for several years. Not only will the same safety skills be reinforced each year, but the children will process the information differently as they mature.

If school-wide implementation is not presently possible, it is helpful to have at least two teachers within a school using *Talking About Touching* so they can support each other by sharing successes and concerns. It is also helpful to have another adult in the classroom when lessons are taught to assist in modeling appropriate responses in skill practice.

Creating a *Talking About Touching* Support Team

If your school has decided to implement the curriculum school-wide, Committee for Children recommends creating a Support Team to provide leadership and coordination in the planning, ongoing implementation, and evaluation of the curriculum. In choosing members for the support team, look for staff and parents who are committed to the successful implementation of *Talking About Touching* and have flexibility in their work schedules to be able to offer additional support. Support Team Members might include:

- principal or vice principal
- counselor, social worker, or school psychologist
- nurse
- parent representative(s)
- classroom teacher(s) (representing those who will actually be teaching the curriculum)

Who should teach the curriculum?

Committee for Children recommends that classroom teachers be the primary presenters. There are several advantages to this plan.

- Teachers clearly establish themselves as support people to whom the students can easily turn at any time.

- Teachers can assure that all students receive the same information and follow up when a student is absent or not in the classroom when a lesson is taught.
- Teachers' knowledge of students enables them to respond to behavioral indicators or changes.
- Teachers will be able to notice if a child hasn't grasped the concepts of the lesson, and can reteach and review concepts.

However, if a particular classroom teacher feels uncomfortable with the materials, it is better for someone else, such as the school counselor, social worker, or nurse, to teach the curriculum. The teacher should familiarize her/himself with the materials and information and be present as the lessons are taught so the class will know that the teacher is supportive. The classroom teacher will also be the one to make use of time and opportunities to provide skill practice, introduce activities, and facilitate the transfer of training.

School counselors, social workers, or nurses can provide support by facilitating implementation. They can assist in planning for training, organizing discussion groups for teachers, assisting the teacher in modeling skill practice, observing lesson presentations, and giving feedback. They can also talk to classes about the services school counselors, social workers, and nurses provide in the school as resource people.

Involving Families

Children will be more likely to use prevention skills if they are able to practice these skills at school and at home. Therefore, it is important to have the support of parents in presenting the *Talking About Touching* curriculum. Involving parents in the decision-making process and implementation planning will strengthen parent cooperation and support.

Other ways to involve and inform parents include providing an overview of the curriculum at a family night or during individual parent/guardian conferences, presenting the family education video, *What Do I Say Now?*, and making the video available for parents and guardians to check out, and through take-home letters. An outline for a Family Night presentation and copies of take-home letters are in the Involving Families section of this Teacher's Guide.

Staff Training

It is very important that all school staff understand the educator's role in identifying and reporting child abuse. Each year there should be a review of the school's procedures for reporting, as well as a more complete training on issues of abuse for new staff. A written reporting procedure should be distributed. Specialized training on teaching the curriculum should be offered for teachers and other staff who will be teaching *Talking About Touching.*

It is beneficial if the entire staff learns to recognize the signs and behaviors of child abuse and is trained in how to respond to disclosure. Students are more likely to utilize self-protection strategies if they are supported and encouraged by all school staff through teaching, monitoring, and reinforcement of the skills taught in the curriculum.

Identifying, Reporting and Handling Disclosure of the Sexually Abused Child is a video produced by Committee for Children which you may want to use in providing this training.

Consider the following elements when planning your in-service training.

Have you included the following people?

teachers
parents
volunteers
teacher assistants
custodians
secretaries
bus drivers
food service personnel
student assistants
substitute teachers
specialists

In-service training should include at least the following:

- Basic knowledge of child abuse and neglect
- Physical and behavioral indicators of child abuse and neglect
- The law regarding reporting
- Child abuse and neglect reporting policies
- An overview of the key concepts and skills that students are being taught in *Talking About Touching* lessons
- Modeling and practice of key teaching strategies, such as facilitating student skill practice

Additional subjects you may wish to include:

- Overview of age-appropriate touching of students by staff
- Setting limits
- Growth and development, including what constitutes normal sexuality in children
- Positive discipline techniques
- Presentation by local Child Protective Services worker to familiarize staff with the personnel and procedures of CPS

HOW TO TEACH THE CURRICULUM

The Lesson Cards

The lessons are scripted to provide ease of presentation and to ensure that the concepts and strategies are presented in a consistent and straightforward manner. The lessons should be used in sequence, as each builds upon skills presented in the previous lessons. The lesson format is designed for ease-of-use. The **preparation section** on each lesson card contains the following sections:

- Concepts
- Objectives
- You Will Need
- Notes to Teacher

Each lesson consists of a **photograph** accompanied by a **story** with **discussion questions.** The body of the lessons contains the following sections:

- Warm-Up/Review
- Story and Discussion
- Skill Practice
- Summary
- Activities

The following sections of the lesson card guide the teacher in providing follow-up and reinforcement of the concepts and skills presented in the lesson.

- Transfer of Training
- Home
- Books

Preparation

Prepare for each lesson by first reading the left-hand column of the lesson card which contains the following information:

Concepts. The concepts identify the main skills and ideas to be taught.

Objectives. The objectives are framed in terms of skills the students should be able to perform after receiving the lesson. Teachers should keep these objectives in mind when teaching the lessons.

You Will Need. This part of the lesson card lists the materials that you will need to teach the lesson and activities.

Notes to Teacher. This section provides background information relating to the skills taught.

After you have read the preparation section, read the story and discussion questions, noting how they teach and reinforce safety skills.

Review the skill practice and be sure you have any necessary materials. When you have done this, familiarize yourself with the activity. Prepare for transfer of training by imagining which classroom activities you might target for using new skills. Identify any additional books (see Appendix) you might wish to read to the class to emphasize key concepts presented in the lesson.

Teaching a Lesson

Warm-Up/Review. This section provides a brief review or warm-up activity to help set the tone for the lesson you will be teaching. This can also give you information about whether or not you need to reteach the previous lesson or provide additional time for skill practice.

Story and Discussion. When presenting a lesson, direct the students to look at the photograph while you read the story and questions from the back. Make sure all the students have a chance to see the photograph. The story and key points within the text appear in **bold type**. Questions are numbered and appear in plain type.

The curriculum relies on your skill in facilitating and summarizing classroom discussion. The suggested discussion questions avoid eliciting a simple yes/no response. Instead, they begin with queries, such as "What might happen if . . .?" "How do you think . . .?" "How can you tell . . .?" Do not to become overly sidetracked in discussions which do not directly relate to the lesson objectives.

When responding to students, it is important to refrain from placing value judgments on their answers. "That's one idea. What is another?" encourages more participation than: "That's a good idea! Does anyone have another one?" The latter response discourages participation by students who fear the suggestions may not be as "good" as other suggestions.

Suggested answers appear in parentheses after each question. These are meant only as possibilities, not as absolute answers.

Skill Practice. After presenting the story and discussing the skill being targeted, you will need to demonstrate or model the skill.

Research has shown that modeling is an effective means of promoting the learning of prosocial skills (Canale, 1977; Grusec, et al., 1978; Rogers-Warren & Baer, 1976). Modeling is also important because it allows teachers to share their human side, shows modeling can be fun, and acknowledges that mistakes are okay.

Most skills can be modeled by you and a student, although you may want to enlist the help of another adult, if available, to model the skill practice. It is advisable to rehearse the skill with the student or adult assistant, or at the very least to spend some time before each lesson thinking about the particular skill you will be modeling.

If you or the other adult is playing the role of someone who tries to get the child to do something unsafe, it may be helpful to have that person wearing a hat or scarf to clarify s/he is playing a role.

When modeling the skill, keep in mind the following guidelines.

- Model the skill by playing the role of the child in the story.
- As you model the skill, use language a child would use. You may also want to adapt the situation to allow for regional or cultural differences.
- Model the behavioral steps. You may want to replay the scene, pointing to the steps on the poster as you do them.
- Keep the skill demonstration simple by performing the steps without a lot of extraneous dialogue or action.

After modeling the skill do the following:

- Ask the class to identify the steps you followed.
- Discuss the outcome of using the skill, i.e., what did the main character gain?
- Invite a critique by asking what you did well and what you could improve upon.
- Model self-reinforcement: e.g., "I think I did a good job."

Skill demonstration may feel uncomfortable at first. With practice, it can quickly became an enjoyable activity.

Student Skill Practices. Without student practice of a skill, the positive effects of modeling are short-lived. Student skill practices provide an effective means for structuring practice of behavioral skills (Spivack & Shur, 1974; Staub, 1974). Scenarios are listed under student skill practices on the lesson card.

Students who perform with you or another student in front of the class should receive immediate feedback from you and the rest of the class. Phrase your questions to elicit constructive comments: "Did Diane follow the safety rules?" "What did Diane do well?" "What could she do differently?"

Provide reinforcement in the form of encouragement when skill practices are done well. Make comments specific, such as, "You did a good job of looking me in the eyes when you said that."

Be prepared—every student may want to be on stage. If your class size is greater than ten, the children may not be able to sit through all the student skill practices. Additional skill practices can be performed during the course of the week, serving as reinforcements of the lessons.

Be sure each student has a chance to participate in a skill practice with you or another child to ensure they learn the target skill. This does not mean it is necessary to force students to perform in front of the class. Instead, the emphasis is on providing an opportunity for each student to participate in practicing the new skill individually or in groups.

Summary. To provide closure and a review for each lesson, a summary script is provided.

Activity. Activities appear on the lesson cards after the skill practices. They include physical exercises, games and suggestions for art projects and other ways to provide closure to the lesson. Materials for activities are listed in the You Will Need section.

Transfer of Training. The long-term effectiveness of the skills presented in this curriculum requires applying the skills to real-life situations. While this section is short and appears at the end of the lesson, it is one of the most important sections. This section on the lesson card gives the teacher advice on how to facilitate the students' use of the newly taught skill in the class, on the playground, and when at home.

Home. It is important that parents and guardians be informed about the *Talking About Touching* program so they can support their children's knowledge and use of safety and touching rules. The Home section appears with an icon on selected lessons to indicate when to give students Take-Home letters. The letters can be found in the Involving Families section of this Teacher's Guide.

Books. Children's books are recommended to reinforce themes and concepts in selected lessons. An annotated listing can be found in the Appendix. These books can be read to the class later or be made available for student reading. Do not read these books aloud immediately following a lesson, as this would require the children to sit too long.

OPTIONAL PARENT HANDOUT

Lesson Titles and Concepts

Lesson 1 Learning Car Safety

Concepts:

- Following safety rules helps keep people safe.
- Always wearing a seatbelt helps keep people safe in a car.

Lesson 2 Learning Traffic Safety

Concepts:

- Following safety rules helps keep children safe.
- Children should cross the street safely by looking in all directions first and holding hands.
- Children should say "No" to breaking safety rules.

Lesson 3 Learning Fire Safety

Concepts:

- Following safety rules about fire is very important for children.
- Children should say "No" to breaking safety rules.
- When someone breaks a safety rule, children need to tell a grownup.

Lesson 4 Getting Found

Concept:

- Children need to know how to stay safe when they are lost.

Lesson 5 Saying "No" and Telling

Concept:

- A key safety rule is: If a stranger wants you to do something, say "No," run away, and tell a grownup you know.

Lesson 6 Asking First–Going with Someone

Concept:

- An important people safety rule is: Don't go anywhere with anyone unless you ask your mom or dad or caregiver first.

Lesson 7 Asking First–Accepting Gifts

Concept:

- An important people safety rule is: If someone wants to give you something, always ask your mom or dad or caregiver first.

Lesson 8 Getting and Giving Safe Touches

Concept:

- Safe touches help people feel cared for and loved.

Lesson 9 Dealing with Unsafe Touches

Concept:

- Children can develop skills to help them resist or avoid unsafe touches.

Lesson 10 Saying "No" to Unwanted Touches

Concepts:

- Children (and adults) have a right to say how and by whom they are touched.
- Children can develop skills and a vocabulary to help them avoid unwanted touches.

Lesson 11 Learning The Touching Rule

Concepts:

- Learning The Touching Rule will help children stay safe.
- The Touching Rule is: An older person should not touch your private body parts except to keep you clean and healthy.

Lesson 12 Using The Touching Rule

Concept:

- Children need to learn to say "No," run away, and tell a grownup if someone breaks The Touching Rule.

Lesson 13 Willy Learns the Touching Rule (video)

Concepts:

- Children need to learn to say "No," run away, and tell a grownup if someone breaks The Touching Rule.
- Children should not keep secrets about touching.

Lesson 14 Sam's Story (Big Book)

Concepts:

- Children need to learn to say "No," run away, and tell a grownup if someone breaks The Touching Rule.
- Children should not keep secrets about touching.

Classroom Guidelines

Setting up the classroom. The physical setup of the classroom can affect the involvement and interaction of students during the lesson and have a direct bearing on the quality of their learning experience. If possible, arrange the classroom so that the lessons can be presented in a circle or horseshoe arrangement. This allows students to see each other and the teacher clearly, encouraging involvement and inviting discussions. This arrangement also naturally provides a stage for the skill practice in the center of the circle or at the opening of the horseshoe.

Some teachers have found it helpful to teach *Talking About Touching* lessons at a "station" with a small group of students, while the rest of the class is involved in other classroom activities being monitored by a teaching assistant or parent. This provides the opportunity for more students to be actively involved in the lessons and can assist in behavior management problems.

Ground rules. Establish clear behavioral guidelines for conduct at the onset of the program. Encourage students to participate in making the rules. Practice phrasing the rules in a positive way which clearly defines the expected behaviors. For example, instead of saying, "Don't talk out of turn," say "Raise your hand and wait until you're called on." Setting a positive tone at this stage is important for effectively implementing *Talking About Touching*.

Pace. *Talking About Touching* is designed to appeal to children's physical as well as intellectual needs. It is up to you to discover a pace which flows smoothly but gets the concepts and skills across. Teachers with large classes will find this the most challenging aspect of the program. Students will generally be so interested in the lessons that the key will be to allow individuals to be heard while not losing the interest and participation of the rest of the group.

Participation. Most classes have some students who eagerly and regularly participate in group discussions and activities while others hang back and participate very little. It is important to develop facilitation techniques which encourage participation of all your students. When asking questions, pay attention to the wait time. By waiting 5-10 seconds, you can usually double participation because most of the students have been given adequate time to think about their answers.

You may notice that some children thrive on the physical activities and skill practice but "drop out" during discussions. Encourage their participation by asking them to point at the photograph for certain answers, such as pointing to a child's face as a response to "How can

you tell Maria is thinking about what to do?" Short role plays can be worked into the text such as "Show me what a sad face looks like."

To allow all students an opportunity to be heard, first have them share their answers with the child sitting next to them. Follow up with an invitation to share their ideas with the entire group. This is especially helpful when working with large groups. You may also ask a question and, once students' hands are up, say "I will call on Enrique, Joan, and Samuel this time." If you use this method, assure the students that you will be calling on everyone at some point during the lesson.

Be aware that some students stay focused on answering a particular question even after you have moved on to another question. One way to deal with this is to say, "Now I have another question" and proceed to ask the next question. This will help the students to stay with you.

Rephrasing a question is another way to encourage involvement. This can be accomplished by saying, "Think of one thing Jamie can do about his problem and then raise your hand." Wait until all hands are raised before calling on a student. By practicing these and similar techniques, discussions can be kept lively and flowing and participation becomes the norm.

Disruptive behavior. If students give silly answers, redirect them to the task at hand by referring to the question being discussed. Say, "That's one way of looking at it," or "That's one idea, what is another?" Then move quickly to focus on other students' suggestions.

When one student's behavior threatens to disrupt a lesson, gently remind her/him of the ground rules. Sometimes restless fidgeting can be curbed by letting the child hold a stuffed animal or squeeze a soft ball. An extremely disruptive student can be directed to sit nearby but slightly apart from the group. S/he will still benefit from the lesson, but be less of a distraction to other students. If the disruptive behavior seems to be directly related to lesson content, this could be an indicator that the child has been abused. Follow up later by talking with that child.

If a child discloses during a lesson, explain that you will talk to her/him privately after the lesson.

If the group as a whole has become restless, set the lesson aside. You can always come back to it later. Most lessons can be easily broken up into sections. By spreading out a lesson, the sessions act as reviews and reinforcements. If this is a recurring problem with your class, you may want to schedule portions of the lessons for different times of the day.

Finding the Time

Talking About Touching fits well into the curriculum guidelines of kindergarten. It not only teaches safety skills, but also academic readiness skills and concepts common to health education curricula. The curriculum should not be viewed as an add-on, but as a tool for meeting key grade level objectives.

Individual lessons provide an appropriate focus for circle times. You may want to schedule lessons for specific days and times. Be sure to note when children are absent or out of the classroom when a lesson is taught. In order to help *all* the children in your class be safe, you will want to review carefully to "catch up" those children who missed a lesson.

Depending on the class size, each lesson takes approximately 15 to 20 minutes. The story and discussion section takes from 5 to 10 minutes, depending on the lesson. Skill practices, including the teacher modeling the skill and student skill practices, take 5 to 10 minutes.

CHILD ABUSE DISCLOSURES

Recognizing Disclosures

Teachers are in a unique position to identify and get help for abused children. A teacher's daily contact with students affords opportunities to observe changes in behavior and to be a resource for students if they need to talk to someone they trust. Children disclose abuse in a variety of ways. They may come in privately to talk directly and specifically about what is going on, but this is one of the less common ways for children to disclose. More common ways include:

- **Indirect hints**: "My brother wouldn't let me sleep last night." "Mr. Jones wears funny underwear." "My baby-sitter keeps bothering me." In the case of physical abuse or neglect a child may say : "I don't see my mom much any more." "I was alone all weekend." "I don't like my new daddy." "My mom gets mean when she drinks." A child may talk in these terms because s/he hasn't learned more specific vocabulary, feels too ashamed or embarrassed to talk more directly, has promised not to tell, or a combination of these reasons. Gently encourage the child to be more specific, within the limits of her/his vocabulary, but bear in mind that in order to make a report you do not need to know exactly what form the abuse has taken.

- **Disguised disclosure**: "I know someone with a touching problem." "What would happen if a girl told her mother she was being molested but her mother didn't believe her?" In the case of physical abuse or neglect a child may say: "I know someone who gets beat up by their dad." "What would happen if a girl told you her parents never take care of her?" Here the child might be talking about a friend or sibling, but is just as likely to be talking about her/himself. Encourage the child to tell you what s/he knows about the "other child." It is probable that the child will eventually tell you whom s/he is talking about.

- **Disclosure with strings attached**: "I have a problem but if I tell you about it you have to promise not to tell anyone else." Most children are all too aware that some negative consequences will result if they break the secret of abuse; often the offender uses the threat of these consequences to force the child to remain silent. Let the child know you want to help her/him, and that the law requires you to make a report if any child discloses abuse; just as the abuse itself is against the law, so too it would be against the law for you not to report. Respect confidentiality by discussing the abuse only with those directly involved in the legal and support process. This might include the school nurse or counselor, school principal, and/or the CPS investigator.

Suggestions for responding to disclosure:

- Find a private place to talk with the child.
- Do not panic or express shock.
- Express your belief that the child is telling you the truth.
- Use the child's vocabulary.
- Reassure the child that it is good to tell.
- Reassure the child that it is not her/his fault, that s/he is not bad.
- Determine the child's immediate need for safety.
- Let the child know that you will do your best to protect and support her/him.
- Let the child know what you will do.
- Report to the proper authorities.

If a child discloses during a lesson, acknowledge the child's disclosure and continue the lesson. Afterwards, find a place where you can talk with the child alone. It is best to present the curriculum before a playtime or recess so that you have a natural opportunity to talk with children privately, if they come forward.

Remember, your role is not to investigate the situation. It is your responsibility to report the abuse, set in motion the process of getting help for the child, and be supportive of the child.

Reporting Child Abuse

The Law

Child abuse laws vary depending on the state or province, as do those persons or agencies responsible for reporting and/or investigating suspected cases of abuse. For your state or province's reporting laws contact your local child protective service office or law enforcement authority. Educators who suspect child abuse are ethically obligated to report child abuse. Those who are mandated (legally obligated) to report usually include teachers, school administrators, physicians, nurses, medical examiners, mental health professionals, social workers, day care providers, foster care workers, residential or institutional workers, and law enforcement officers.

Reporting laws specify that mandated reporters who "have reasonable cause to believe" that a child is being abused or neglected must report that suspicion to the state protective service or the police. In Washington State, the report must be made at the first opportunity, but in no case longer than 48 hours. Failure to report is a gross misdemeanor with a maximum sentence of one year in jail and/or a $5,000 fine.

School Policy

Individual schools may have their own reporting procedures. Some schools require that the head teacher or principal be informed so s/he can then make the official report. Other policies require that the principal be informed before the teacher makes the report. It is important to note that failure by higher administrators to report does not release the teachers who suspect abuse from their legal obligations. Understanding your school policy and the child abuse reporting laws in your state or province are the best assurances that you are acting appropriately in any given situation.

Child Abuse Reporting

Reporting is a request for an investigation. Mandated reporters do not need to prove the abuse. It is the role of the state protective service or the police to investigate the report. They will determine the nature and extent of the problem, evaluate the child's condition and safety, and take appropriate action to protect the child. If additional incidents occur after the initial report has been made, make another report. Documentation by the reporter of injuries or disclosures may help ensure a successful investigation.

Mandated reporters are protected in most states and provinces in terms of liability and confidentiality. Reporters who have acted "in good faith" are immune from any civil or criminal charges which might result. Reporters can ask for confidentiality, in which case the reporter's name will not be released without written consent, except to those involved in investigating and/or managing the case, unless the reporter is called upon to testify in court. Anonymous reports are accepted, but discouraged.

If a mandated professional is unsure whether s/he has reasonable cause to believe a child is being abused, s/he can call the state protective services for advice.

Identifying the abused child is often difficult and laden with uncertainty. Some guidelines suggested by many teachers are:

- Resolve doubt in favor of the child.
- Ask other staff who know the child if they have concerns.
- Let the children in your care know they can talk to you.
- If you sense a child is trying to tell you something, let the child know you will believe and help her/him with any problem.
- Be direct. Go to a private place and ask gently if the child is having a problem with which s/he needs help.
- Respect the child's privacy by not unnecessarily discussing the situation with others.
- Call a child protective services worker and describe the situation to get clarification on whether or not you should report.

Ongoing Response to the Sexually Abused Child

Many school personnel are uncertain about how to respond in an ongoing way to the child who has disclosed sexual abuse. It is most helpful to acknowledge and try to normalize the situation as you would with divorce, death, or other traumatic occurrences. It is not helpful to dwell on the abuse incident, thereby increasing the child's self-consciousness or shame; neither is it helpful to tolerate inappropriate behavior out of fear of harming the child.

Ways to respond to the child which will help build the child's self-esteem and sense of safety and security include the following:

- If school policy allows, maintain contact with the caseworker or therapist and the non-offending parent(s). You can be helpful in the treatment process and they can be helpful to you in dealing with the child in the period following disclosure.
- Be cautious about touching a child who has been sexually abused. For these children, all touch may mean sexual touch. A non-intrusive touch, such as an arm around the shoulder, should be given only with the child's permission.
- Intervene immediately if a child is acting-out sexually with other children. Respond to the behavior as you would with any inappropriate behavior. Assure the child that you like her/him but that what s/he is doing is not okay. The same is true for other inappropriate touching.
- Teach and model appropriate behavior. Do not allow the child to climb all over you. You can sit the child on a chair next to your chair (or near you on the floor) and be very close together. Sometimes it is appropriate to refuse touches in a gentle, assertive way.
- If the child brings up the abuse, try to find a time and place to be alone. Offer reassurance that you are sorry it happened, that you know the situation is difficult, that you are glad s/he told, and that you will continue to support and care for her/him.
- Be aware and respectful of the family. The family may feel shame, fear, and isolation. Respect their feelings and privacy. Do not discuss the abuse with those not involved.
- Be prepared for depression or "let down" weeks or months after the disclosure. Withdrawal or acting out may recur.
- If the abuse is brought up in a group, deal with it then, matter-of-factly and briefly. (Talk to the child later in private.)

- All children need to know they are likable. Abused children are particularly susceptible to feelings of low self-esteem. Positive messages about just "being" are helpful for building a sense of identity. The following have been helpful for many children:

  —I'm glad you're here.

  —It is good that you told. I will help you.

- Be aware of your own reactions and get support and help for your own feelings of pain, fear, anger, and powerlessness. If you made the report, tell yourself and/or get someone to tell you that it is good that you reported. Whatever pain exists now would be greater if you had not reported.

Clarifying Boundaries

Guidelines for Appropriate Touching of Students

Because there are some educators who have sexually exploited their students, we have all become more sensitive about how we touch students. The following are guidelines for assessing your interactions with students:

Evaluate

Think about how you touch students. Use common sense in deciding what practices you want to continue and those you may want to change. Talk with your colleagues to help you clarify your comfort level with boundary issues. Consider how your behavior might appear to others. Remember, everyone may not know of your good intentions.

Touch

Problems develop because of inappropriate touching. This does not mean we should not touch children. Children who do not get appropriate touches are more vulnerable to exploitation. Children need hugs, but hugs should come from their needs—not yours. Model appropriate touch with colleagues and students. Be more conscious of how and why you touch students. Give options. (Would you like a handshake or a hug?) Some children may not want to be touched at all. Respect that. Any touching of students should be consistent and respectful.

Talk

Prevention is the key to establishing appropriate boundaries. Talk to your students about touch. Have clear ground rules for touching. Cultural influences, beliefs, and personal history may all affect a student's comfort level. Encourage students to let you know if they are concerned about the way you or someone else touches them. Listen and take any needed action immediately.

Extracurricular Activities

When you are planning to take students on a field trip or other activity outside the school setting, keep the following guidelines in mind:

- Let your administrator know where you are going.
- Get parent permission.
- Take more than one student.
- Take more than one adult.

Student Interactions

- When alone with a student leave the door open.
- Let another adult know when you will be working alone with a student.
- Don't spend the majority of your time with one student or a small group of students.
- Keep your personal life separate from your interactions with students.

Unique circumstances may arise when a more intrusive touch is necessary. Special education, nursing, and coaching may require additional physical contact to maintain the health and safety of students. Be clear (to yourself, students, and parents) about when, where, why, and how you are touching students.

Reprinted with permission from: Educational Resource Associates, 3430 Pacific Ave. SE. Suite A-6209, Olympia WA 98501 © Ruth Harms, 1995

References

Canale, J. R. (1977). The effects of modeling and length of ownership on sharing behavior of children. *Social Behavior and Personality, 5*, 187-191.

Grusec, J. E., Kuczynski, L., Rushton, J. P., & Simutis, Z. M. (1978). Modeling, direct instruction and attributions: Effects on altruism. *Developmental Psychology*, 14, 51-57.

Rogers-Warren, A., & Baer, D. M. (1976). Correspondence between saying and doing: Teaching children to share and praise. *Journal of Applied Behavior Analysis*, 9, 335-354.

Spivack, G., & Shure, M. B. (1974). *Social Adjustment of Young Children, a Cognitive Approach to Solving Real-Life Problems*. San Francisco: Jossey-Bass.

Staub, E. (1974). The use of role-playing and induction in children's learning of helping and sharing behavior. *Child Development*, 42, 805-816.

PARENT/ GUARDIAN LETTERS

Sample Take-Home Letter # 1

Dear Parents and Caregivers,

Our class will soon begin using ***Talking About Touching*: A Personal Safety Curriculum for Preschool–Kindergarten**. This program helps children develop skills that will help keep them safe from dangerous and abusive situations. Children also learn to ask for help when they need it.

Over the next few weeks I will send you information about how you can help your child learn and practice safety rules.

Optional sentences:

1) We will have a Family Education Night on (day, date, and time). At that time you can review the program and learn how you can help teach your child to follow safety rules.

2) The video, *What Do I Say Now?: How to Help Protect Your Child from Sexual Abuse*, was made for parents and caregivers of young children. You can check it out to view at home if you are unable to attend the meeting. This video shows how to teach and reinforce the safety skills.

3) If you do *not* wish your child to participate in this program, please return the form below by (date).

If you have any questions, please give me a call at (phone #).

Sincerely,

I do **not** wish _____ to participate in the ***Talking About Touching*** Program.

_____

Parent/Guardian

Sample Take-Home Letter # 2

Dear Parents and Caregivers,

The first lessons in *Talking About Touching* emphasize the importance of following safety rules. You will help your child learn to be safe if you talk about safety and practice using safety rules at home. The following are suggestions for things you might do with your child to reinforce what is being taught at school.

Car Safety. Talk about why this is important and always remind everyone in the car to buckle up. Ask your child to sing or teach you the "Wear Your Seatbelt" song.

Traffic Safety. Children learn to look in *all* directions before crossing the street. If you go for a walk with your child, you can talk about and practice walking safely in your neighborhood.

Fire Safety. Ask your child what she or he learned about fire safety. Ask what she or he would do if another child wanted to play with matches. (Say "No" and tell you about it.)

Getting Found. Talk to your child about what to do if she or he gets lost. When you go somewhere, such as a fair, amusement park, or shopping mall, talk to your child before you get there about what you want her/him to do if you get separated.

Congratulate your child on learning these safety rules.

I hope these suggestions will be useful to you. Please call me if you have any questions.

Sincerely,

Sample Take-Home Letter #3

Dear Parents and Caregivers,

Our safety lessons for the next few weeks teach children what to do when someone wants them to do something. It will be helpful if you can review these rules with your child. The safety rules they are learning are:

"If a stranger wants you to do something, say 'No,' run away, and tell a grownup you know." Ask your child to demonstrate what s/he would do in the following situations:

> What would you do if a stranger offered to give you a ride home?
>
> What would you do if a stranger in the park asked you to help her/him look for a lost ball? (It is not appropriate for adult strangers to ask small children for help.)

"Never go anywhere with anyone unless you ask your mom or dad or caregiver first." If your child follows this rule you will always know where your child is and with whom. Remind your child to always ask you before going with anyone, even if it is a friend or a neighbor.

Thank you for helping to teach these safety rules. Again, call me at (phone #) if you have any questions.

Sincerely,

Sample Take-Home Letter #4

Dear Parents and Caregivers,

It is important that children know that safety rules include touching safety. *Talking About Touching* teaches children that they can say "No" to any unwanted touch, even if the person touching them is someone they know. Help your child practice saying "No" in a strong but polite voice. This helps children learn to set personal boundaries.

Your child will also learn The Touching Rule: An older person should not touch your private body parts, except to keep you clean and healthy. If someone breaks The Touching Rule, say "No," run away, and tell a grownup (No-Run-Tell).

Practice at home by asking:

- What will you say if someone wants to give you a kiss or a hug, but you don't want her or him to touch you?
- What will you do if a friend grabs you and you don't want her or him to?
- What if an adult you know wants to touch your private body parts and it's not to keep you clean and healthy? What will you say? What will you do? Who will you tell? Who else could you tell? (Children need to be able to identify adults to talk to both in and outside of the family, since you may not always be available to them.)

Encourage your child to come to you if she or he has any questions about how and when to use The Touching Rule.

Sincerely,

FAMILY EDUCATION NIGHT OUTLINE

Preparing for Family Night

1. Read through the "Guidelines for Use" of the *What Do I Say Now?* video. (page 39)
2. Preview the *What do I Say Now?* video.
3. Read the discussion questions inside the video jacket and select five or six that you would like to ask to spark discussion. (If you expect a large group, write selected questions on a flip chart or handout to be given to small groups for discussion.)
4. Fill in the phone numbers of your local Child Protective Services, police, and hotline on the handout that goes with the video (page 40). Make copies of the handout for each participant.
5. Make copies of the lesson concepts (pages 19-20) to hand out.
6. Make copies of the "Guidelines for Choosing Babysitters" handout (page 41).
7. Select several lessons from the curriculum to "teach" to the adults. Be sure to include at least one on touching safety.

Presentation Outline (approximately 2 hours)

A. Introductions

B. Goals for the evening

- Learn about *Talking About Touching* in the classroom.
- Learn new ways to help protect children from unsafe situations.
- Introduce and practice ways for families to reinforce the skills at home.
- Create a partnership between home and school.

C. Video and discussion

Introduce the video and pass out copies of the video handout. Show the video. Ask selected discussion questions. If you have a large group, divide them into smaller groups for discussion. Be sure to emphasize that most families have their own safety rules for dealing with these topics. The *Talking About Touching* program encourages children to learn and apply their family safety rules, together with what they learn in class.

D. Review curriculum concepts

Hand out the Lesson Concepts list and discuss.

E. Demonstration lessons

Teach several lessons as you would to the children. It is helpful if you spend extra time on the skill practices, explaining why they are included (children learn best when they get to practice what they have just learned) and how they are acted out (children role-play them). You may want to invite parents to try acting out one of the skill practices themselves, and/or have them think of "what if" situations to use when reinforcing the lessons with their children at home.

F. Show supporting materials

- No-Run-Tell poster
- *Sam's Story* Big Book, small book, and audio cassette
- *Willy Learns the Touching Rule*

  (If time allows, you may want to show this video.)
- Other books on safety that are available in your school

G. Hand out "Guidelines for Choosing Babysitters"

H. Concluding remarks

Thank everyone for coming. Let them know the videos are available to be checked out and viewed again at home.

WHAT DO I SAY NOW?™
How to Help Protect Your Child from Sexual Abuse

GUIDELINES FOR USE

Video Overview

The Committee for Children recognizes the importance of family involvement in teaching children personal safety skills that can help prevent child sexual abuse. The video was developed to offer parents and caregivers (1) information about sexual abuse, (2) guidelines for providing a safe and caring environment for young children, (3) practical examples showing how and when to talk to children about safety and touching, and (4) guidelines for responding to a child who discloses abuse.

Using the Video

What Do I Say Now? can be watched by individuals at home or shown in a group setting with or without a facilitator.

Discussion questions are listed inside the video jacket. If individuals are viewing the video at home, encourage them to review the discussion questions themselves. If you are leading a discussion group, select key questions from those offered.

Touching Rules

What Do I Say Now? shows a variety of ways to teach touching rules. Parents or caregivers need to decide how they will present the information based on their child's age, developmental level, and their own family values.

The video gives ideas for how to help children learn to set personal touching boundaries both with peers and with adults. Encourage viewers to decide on wording for the rules that will work for them. For example, "If someone touches you and you don't like it, say 'No.'" "An older person should not touch your private body parts except to keep you clean and healthy." "No one should touch your penis/vagina or bottom except a doctor."

What Do I Say Now? Handout

A reproducible master of a handout for families and caregivers appears on the next page. The handout reviews the basic prevention strategies suggested in the video. A box on the handout provides local emergency phone numbers. Before making copies of the handout, add the phone numbers of your local resources.

 © 1996 Committee for Children

What Do I Say Now?™

How to Help Protect Your Child from Sexual Abuse

COMMITTEE for CHILDREN

Establish a safe environment

Who is with your child?

Check references for:
- babysitters
- child care providers

Look at the behaviors of adults around your child.

Be concerned about:
- adults focused on child relationships more than adult relationships
- adults singling out certain children for attention

Teach rules for personal safety

Introduce touching rules with other safety rules you teach.

Make family rules about touching to use with other children and adults. Decide how you will teach the rules based on your child's age, developmental level and your own family values. For example:
- *When someone is touching you and you want her/him to stop,say "No." Then s/he needs to stop. If you are touching someone and s/he says "No," you need to stop.*
- *An older person should not touch your private body parts except to keep you clean and healthy. No one should touch your penis/vagina or bottom except to keep you clean and healthy. If someone does, say "No," run away, and tell a grownup.*
- *Don't keep secrets about touching.*

Talk about the rules often and practice together.

Where to call for help

Talk about touching safety

Answer your child's questions.
- Take advantage of natural teaching moments.
- Give age appropriate answers.

Be approachable.
- *If you ever have any questions, just ask me.*
- *It's never too late to tell.*

Read a children's book about touching safety together.

Start a conversation.
- *Today let's review the touching rules...*
- *Before you go, let's practice what you would do if someone tried to break a touching rule.*

Respond to disclosure

Remain calm.

Reassure the child.
- *I'm glad you told me.*
- *It is not your fault.*
- *I will be here for you.*

Seek help for you and your child.
- law enforcement
- child protective services
- crisis hotline
- supportive friends and relatives
- professional counselors

Remember, healing takes time.

CPS _____

Police _____

Hotline _____

OPTIONAL TAKE-HOME OR HANDOUT

Guidelines for Choosing Babysitters

It is very important to screen anyone who will be supervising your child. The following are some things to think about when choosing babysitters.

1. Ask all of your babysitters for names and phone numbers of families for whom they have babysat. Call these parents and find out what they think of each babysitter. Ask if there were any problems with the babysitter.
2. Tell your babysitters your family safety rules, including touching safety rules. Tell them you have taught your child to tell you if any of these rules are broken, even if she or he has been told to keep it a secret.
3. Return home early occasionally so that you can check on how things are going. Telephone your child while you are gone.
4. Ask your child if she or he likes each babysitter. Ask for more information if your child doesn't like a babysitter. Don't leave your child with a babysitter she or he doesn't like.
5. Never leave a child in the care of someone who is using drugs or alcohol. Drugs and alcohol affect a person's judgment.

SEATBELT SONG
FOR LESSONS
1 AND 2

Seatbelt Song

Sing to the tune of Frère Jacques

Wear your seatbelt.

Wear your seatbelt.

Buckle up.

Buckle up.

Seatbelts keep you safer

When the car is moving.

Buckle up.

Buckle up.

 © 1996 Committee for Children

CHILDREN'S BOOKS

LESSON 1

Brown, Marc & Krensky, Stephen. **Dinosaurs, Beware**. Boston, Toronto: Little, Brown & Company. 1982, 1984. Safety tips are demonstrated by dinosaurs in situations at home, in the car, in case of fire, with animals, etc.

LESSON 2

Hoban, Tana. **I Read Signs**. NY: Morrow, William & Company. 1983, 1987.

LESSON 3

Bond, Felicia. **Poinsettia and the Firefighters**. NY: HarperCollins. 1984, 1988. Poinsettia the Pig feels lonely and scared of the dark until she discovers someone else is awake and keeping watch all night—the firefighters.

Brown, Marc & Krensky, Stephen. **Dinosaurs, Beware**. Boston, Toronto: Little, Brown & Company. 1982, 1984. Safety tips are demonstrated by dinosaurs in situations at home, in the car, in case of fire, with animals, etc.

LESSON 4

Asch, Frank. **Moongame**. NY: Scholastic Inc. 1984, 1992. During a game of hide and seek, Moon hides behind a cloud, leaving his friend Bear very worried.

Broekel, Ray. **Police**. Chicago: Children's Press. 1981.

Carrick, Carol. Illustrated by Donald Carrick. **Lost in the Storm**. NY: Houghton Mifflin Company. 1974, 1987.

Crary, Elizabeth. **I'm Lost**. Seattle: Parenting Press. 1985.

Hamm, Diane Johnston. Illustrated by Sally G. Ward. **Laney's Lost Momma**. Morton Grove, Illinois: Albert Whitman & Company. 1991. When Laney can't find her mother in the department store, she—and her lost momma—remember exactly what to do to find each other.

LESSON 5

Alexander, Martha. **Even That Moose Won't Listen to Me**. NY: Puffin Books. 1988, 1991. A little girl tries repeatedly to tell her family there's a moose in the garden, but they don't believe her. Finally, she takes matters in her own hands, and stands up to the moose.

Auch, Mary Jane. **Peeping Beauty**. NY: Holiday House. 1993. Paulette the dancing hen falls into the clutches of a hungry fox, who exploits her desire to become a great ballerina. When she realizes his intentions, she defends herself.

Berenstain, Stan & Jan. **The Berenstain Bears Learn About Strangers** (book and sound recording). NY: Random House. 1986.

LESSON 8

Allen, Pamela. **My Cat Maisie**. NY: Viking. 1990, 1991. When a stray cat appears at his house, Andrew learns how to make friends with her by being gentle.

Beil, Karen Magnuson. Illustrated by Ted Rand. **Grandma, According to Me**. NY: A Doubleday Book for Young Readers. 1992. A young girl shows how much she loves her grandmother by telling her what she likes about her.

Freeman, Lory. Illustrated by Carol Deach. **It's My Body**. Seattle: Parenting Press. 1983, 1993. A child talks about touches she likes and about resisting uncomfortable touch.

Freeman, Lory. Illustrated by Carol Deach. **Loving Touches**. Seattle: Parenting Press. 1986. Describes various types of loving or positive touches, including hugs, kisses, and sitting on laps, and how to ask for and enjoy them.

Loh, Morag Jeanette. Illustrated by Donna Rawlins. **Tucking Mommy In**. NY: Orchard Books. 1991. Two sisters tuck their mother into bed one evening when she is especially tired.

Munsch, Robert. Illustrated by Michael Martchenko. **Something Good**. Buffalo, NY: Firefly Books Ltd. 1990.

LESSON 9

Alexander, Martha. **Move Over, Twerp**. NY: The Dial Press. 1981, 1989. A boy shows his classmates that being younger and smaller doesn't mean he can be pushed around.

Berenstain, Stan & Jan. **The Berenstain Bears Get in a Fight**. NY: Random House. 1982, 1988.

Crary, Elizabeth. Illustrated by Marina Megale Horosko. **I Can't Wait**. Seattle: Parenting Press. 1982.

Crary, Elizabeth. **I Want It**. Seattle: Parenting Press. 1982.

Crary, Elizabeth. **I Want to Play**. Seattle: Parenting Press. 1982. A young boy considers eight ways to get someone to play with him. Encourages problem solving by looking at alternatives and possible consequences.

Faber, Adele & Mazlish, Elaine. Illustrated by Henry Morehouse. **Bobby and the Brockles**. NY: Avon Books. 1994. Two little men called Brockles help Bobby learn how to get along with his family and friends by expressing his feelings and working out compromises.

Minarik, Else Holmelund. **No Fighting, No Biting**. NY: Harper (& Row). 1958, 1978.

LESSON 10

Cohen, Miriam. Illustrated by Lillian Hoban. **Best Friends**. NY: MacMillan. 1971, 1989.

Freeman, Lory. Illustrated by Carol Deach. **It's My Body**. Seattle: Parenting Press. 1983, 1993. A child talks about touches she likes and about resisting uncomfortable touch.

Minarik, Else Holmelund. Illustrated by Maurice Sendak. **Little Bear's Friend**. NY: Harper (& Row). 1960, 1990.

Trivizas, Eugene. Illustrated by Helen Oxenbury. **The Three Little Wolves and the Big Bad Pig**. NY: Margaret K. McElderry Books. 1993. An altered retelling of the traditional tale about the conflict between pig and wolf—with a surprise ending.

LESSON 11

Ball, Jacqueline A. & Hardy, Ann D. **What Can It Be? Riddles About Our Bodies**. NY: Simon & Schuster, Inc. 1989, 1990. A collection of rhyming riddles about parts of the human body.

Bassett, Kerry. Illustrated by Diane McDaniel. **My Very Own Special Body Book**. Redding, CA: Hawthorne Press. 1987.

Berenstain, Stan & Jan. **The Berenstain Bears Go to the Doctor**. NY: Random House. 1981.

Carlson, Nancy. **I Like Me!** NY: Puffin Books. 1993. Giant edition. By admiring her finer points and showing that she can take care of herself and have fun even when there's no one else around, a charming pig proves the best friend you can have is yourself.

Lasky, Kathryn. Illustrated by Christopher G. Knight. **A Baby for Max**. NY: Macmillan. 1984, 1987.

Rockwell, Harlow. **My Doctor**. NY: MacMillan. 1973, 1992.

Sharmat, Marjorie Weiman. Illustrated by Kay Chorao. **I'm Terrific**. NY: Holiday House. 1977, 1992.

LESSON 12

Alexander, Martha. **Even That Moose Won't Listen to Me**. NY: Puffin Books. 1988, 1991. A little girl tries repeatedly to tell her family there's a moose in the garden, but they don't believe her. Finally, she takes matters in her own hands and stands up to the moose.

Beil, Karen Magnuson. Illustrated by Ted Rand. **Grandma, According to Me**. NY: A Doubleday Book for Young Readers. 1992. A young girl shows how much she loves her grandmother by telling her what she likes about her.

Girard, Linda Walvoord. Illustrated by Rodney Pate. **My Body Is Private**. Morton Grove, Illinois: Albert Whitman & Company. 1984, 1992. A mother-child conversation introduces the topic of sexual abuse and ways to keep one's body private. [anatomical terms used]

Johnsen, Karen. Illustrated by Linda Forssell. **The Trouble with Secrets**. Seattle: Parenting Press. 1986.

Kehoe, Patricia, Ph.D. Illustrated by Carol Deach. **Something Happened and I'm Scared To Tell**. Seattle: Parenting Press. 1987. A child who has been sexually abused is comforted and supported by a lion friend, and encouraged to tell an adult about it. [anatomical terms used]

Stowell, Jo & Dietzel, Mary. **My Very Own Book About Me**. Spokane, WA: Lutheran Social Services. 1993 (reprint)

ADULT RESOURCE LIST

Parent/Guardian

Adams, Caren & Fay, Jennifer. **No More Secrets**. San Luis Obispo, CA: Impact Publishers. 1981.

Fay, Jennifer & King County Sexual Assault Resource Center. **He Told Me Not To Tell**. Renton, WA: King County Sexual Assault Resource Center. 1991.

Hart-Rossi, Janie. **Protect Your Child from Sexual Abuse: A Parents' Guide: A Book To Teach Children How To Resist Uncomfortable Touch**. Seattle: Parenting Press. 1984.

Kraizer, Sherryll Kerns. **Safe Child Book**. New York, NY: Simon and Schuster Trade. 1996.

Mach, Kathleen Flynn. **The Sexually Abused Child: A Parent's Guide to Coping and Understanding**. Williamsburg, MI: Family Insight Books. 1994.

Monahon, Cynthia. **Children & Trauma: A Parent's Guide to Helping Children Heal**. Thousand Oaks, CA: Jossey-Bass. 1995.

Additional Resources

Butler, Sandra. **Conspiracy of Silence; The Trauma of Incest**. Volcano, CA: Volcano Press. 1985.

Besharov, Douglas. **Recognizing Child Abuse**. New York, NY: The Free Press. 1990.

Finkelhor, David. **Child Sexual Abuse**. New York, NY: The Free Press. 1984.

Finkelhor, David. **Sexually Victimized Children**. New York, NY: The Free Press. 1981.

Garbarino, James, Stott, Frances M., & Faculty of the Erikson Institute. **What Children Can Tell Us**. San Francisco, CA: Jossey-Bass. 1992.

Herman, Judith. **Father-Daughter Incest**. Cambridge, MA: Harvard University Press. 1981.

Kempe, Ruth S. & Henry. **The Common Secret**. New York, NY: W. H. Freeman & Co. 1995.

Rush, Florence. **The Best Kept Secret: Sexual Abuse of Children**. New York, NY: McGraw-Hill Books. 1990.

Russell, Diana. **Sexual Exploitation.** Thousand Oaks, CA: Sage Publications. 1984.

Rutter, Peter. **Sex in the Forbidden Zone**. Los Angeles, CA: Jeremy P. Tarcher, Inc. 1986.

Wolf, David A. **Child Abuse: Implications for Child Development and Psychopathology**. Thousand Oaks, CA: Sage Publications. 1987.

Wurtele, Sandy K. & Miller-Perrin, Cindy L. **Preventing Child Sexual Abuse: Sharing the Responsibility**. Lincoln, NB: University of Nebraska Press. 1992.